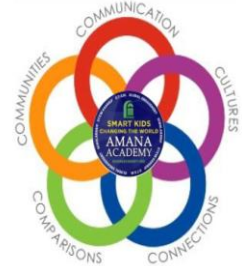


French 1B Unit 3: La Famille et Les Copains					
Unit Description: This is unit 1 of 2 for the year. This is an 18-week unit. Students will learn about describing family, friends, pets, and various professions. Students will learn numbers 61-100. They will learn about relationships in the francophone world, including marriage and family.					
Essential Questions: How do people describe their families and family members? How do people talk about how they spend their time? How has the structure of the French family evolved?					
Proficiency Target-Interpersonal	Proficiency Target-Speaking	Proficiency Target-Listening	Proficiency Target-Reading	Proficiency Target-Writing	
Novice-High	Novice-High	Novice-High	Intermediate-Low	Novice-High	
I Can Statements I can exchange basic information about my family. I can exchange information with others about French families. I can discuss Yannick Noah and his family. I can express location. I can exchange some information with others about marriage in the Francophone world.	I Can Statements I can clearly pronounce vowels in French. I can use phrases related to talking about families. I can describe different objects and people. I can talk about the Pages d’Or of Belgium. I can talk about professions and occupations. I can describe emotional states. I can use phrases related to making complaints. I can say and write the numbers 61-100 I can say where people and objects are located. I can talk about the geography and some cultural highlights of Paris.	I Can Statements I can recognize family members and relationships among them. I can recognize expressions to describe people. I can explain the message of a commercial prepared for French speakers. I can distinguish between different types of friendships. I can identify words and expressions used to describe people in a short audio recording.	I Can Statements I can utilize phrases for reading numbers. I can identify the Depardieu family. I can solve basic math problems using the numbers 61-100. I can predict the content of a text from visuals.	I Can Statements I can identify and use common adjectives of nationality. I can use adjectives to express possession. I can say and write numbers 61-100. I can solve basic math problems using the numbers 61-100. I can write a brief letter about my family or an imaginary family.	
Assessments:					
Diagnostic: 1. Essential questions 2. Pre-assessment 3. Class participation 4. Q&A 5. Digital Components		Formative: 1. Vocabulary quizzes 2. Oral dialogs 3. Games and songs 4. Labeled drawings 5. Listening practice		Summative: 1. Unit tests 2. Performance-based assessment – Speaking or Writing 3. Projects 4. Exams	

Standards to address in Unit:**Communication – Interpersonal Mode (IP)**

ML1.PS1.IP1: Students are able to express, in spoken and written language, basic greetings, farewells, courtesy, likes and dislikes, emotions and agreements/disagreements.

ML1.PS2.IP2: Students are able to use formal and informal forms of address as well as initiate and participate in brief oral and written exchange.

Communication – Interpretive Mode (INT)

ML1.PS3.INT1: Students are able to identify some main ideas and details when reading and listening as well as show comprehension of simple instructions.

Communication - Presentational Mode (P)

ML1.PS4.P1: Students will be able to give basic information about self and others.

Cultural Perspectives, Practices, and Products (CU)

ML1.PS5.CU1: Students are able to describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

Connections, Comparisons and Communities (CCC)

ML1.PS6.CCCi: Students are able to identify geographical locations such as countries, cities and features.

ML1.PS7.CCC2: Students compare and identify patterns and behavior of target culture as well as their own.

Know:	Understand:	Do:
Vocabulary for family, friends and pets Possessive adjectives and expressing ownership with de Adjectives and adjective agreement Vocabulary for occupations Numbers 61-100 Prepositions of location	Different types of families in Francophone countries and in the US—differences as well as similarities Importance of accent aigu, grave, circonflexe, la cédille, et le tréma How to describe character traits and emotional states using gender That knowledge of possessive adjectives is necessary for describing one's family. Similarities and differences between occupations in Francophone countries and the US	Properly identify, describe, and express ownership of family, friends and pets Ask and answer questions about family, friends, and pets Count to 100 Exchange phone numbers Read, write and spell some simple words using the accents orthographiques Using a map, ask about and locate places in the Francophone world using prepositions

Major Concepts: (Consider all 4/5 Cs)

Concept 1 Family, friends and pets CULTURE	Concept 2 Express ownership	Concept 3 Describe people and occupations	Concept 4 Numbers 61-100	Concept 5 Locations and describing places
Essential Vocabulary: Aîné(e) Cadet/Cadette Le beau-frère/la belle-sœur Le beau-père/la belle-mère Le cousin/la cousine Le demi-frère/la demi-sœur L'enfant La famille Le fils/la fille Le frère/la sœur	Essential Vocabulary: Mon, ma, mes ton, ta, tes son, sa, ses Mon, ton, son (amie, école, etc.) notre, nos votre, vos leur, leurs	Essential Vocabulary: Actif / active Antipathique Beau/belle/bel (un bel homme/ ami) Bleu/e Blond/e Bon/ne Brun/e châtain courageux/courageuse Court/e Cruel/le	Essential Vocabulary: Soixante et un à cent Soixante-dix Soixante et onze Soixante-douze quatre-vingts quatre-vingt-un quatre-vingt-deux quatre-vingt-dix	Essential Vocabulary: À côté (de) à droite (de) à gauche (de) chez dans derrière devant en en face (de) entre loin (de)

Le grand-père/la grand-mère les grand-parents Le mari/la femme Le neveu/la nièce L'oncle/la tante Le père/la mère/les parents Le petit-fils/la petite-fille/les petits-enfants Le chat Le chien L'oiseau (m.) Le poisson		Curieux/curieuse Discret/discrète Doux/douce Drôle Ennuyeux/ennuyeuse Etranger/étrangère Faible Fatigué/e Favori/favorite Fier/fière Fort/e Fou/folle Généreux/généreuse Génial/e Gentil/le Grand/e Gros/se Heureux/heureuse Inquiet/inquiète Intellectuel/le Jaloux/jalouse Jeune Joli/e Laid/e Lent/e Long/ue Malheureux/malheureuse Marron Mauvais/e Méchant/e Modeste Naïf/naïve Nerveux/nerveuse Noir/e Nouveau/nouvelle Nouvel (ami, immeuble) Paresseux/paresseuse Pauvre Pénible Petit/e Prêt/e Rapide Roux/rousse Sérieux/sérieuse Sportif/sportive Travailleur/travailleuse Triste Vert/e	quatre-vingt-onze cent	par près (de) sous sur
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		Vieux/vieille Vieil (homme, ami) Vrai/e Un/e architecte Un/e artiste Un/e athlète Un/e avocat/e Un coiffeur/une coiffeuse Un/e dentiste Un homme/une femme d'affaires Un ingénieur Un/e journaliste Un médecin Un musicien/une musicienne		
Essential Structure: Gender of vocabulary words—using definite (<i>le, la, les, l'</i>) and indefinite (<i>un, une, des, de, d'</i>) articles Using accents <i>orthographiques</i> to spell and pronounce words properly	Essential Structure: Using possessive adjectives: <i>C'est mon/ma..</i> <i>Ce sont mes...</i> Using “de” to express ownership: <i>Le/la/les <u>noun</u> du/de la/des/de/d' <u>noun</u>.</i> = -'s (English)	Essential Structure: Noun/adjective agreement	Essential Structure: <i>Mon numéro de téléphone c'est le ...</i>	Essential Structure: Disjunctive pronouns after prepositions <i>Moi nous</i> <i>Toi vous</i> <i>Lui/elle eux/elles</i>
Artifact & Evidence: Students’ summative and formative assessments, PBAs, and project, Communication: le casting – leçon 3A	Artifact & Evidence: Students’ summative and formative assessments, PBAs, and project, Communications: expliquez – leçon 3A	Artifact & Evidence: Students’ summative and formative assessments, PBAs, and project,	Artifact & Evidence: Students’ summative and formative assessments, PBAs, and project, communication: c’est quel numéron? Leçon 3b	Artifact & Evidence: Students’ summative and formative assessments, PBAs, and project, Communication: à la librairie – leçon 3B